

# Senate Executive Committee

## Open Session

March 24, 2026

3:30 p.m. - 4:30 p.m.

Needles Hall

NH 3308 / Virtual Option

Waterloo Campus

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## 2026 03 24 Senate Executive Committee Meeting Book

### AGENDA

#### 1. Governance Resources

[Link to Governance Resources](#)

#### 2. OPEN SESSION

3:30 p.m.

#### 3. Approval of the Minutes

3.1 Conflict of Interest	Information	3
3.2 Minutes of the February 17, 2026 Meeting	Decision	4
3.3 Business Arising from the Minutes	Information	

3:35 p.m.

#### 4. Reports to the Senate Executive Committee

4.1 Senate Engagement Working Group Update [Deakin]	Information	6
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3:45 p.m.

#### 5. Senate Agenda Preparation

5.1 Senate Work Plan 25/26	Information	7
5.2 Draft April 6, 2026 Senate Meeting Book	Decision	8

#### 6. Other Business

6.1 Communications Received from Senators	Information	60
6.2 Communication from A. Chang	Information	61
6.3 Communication from J. Nugent	Information	64

#### 7. Adjournment

The next meeting of the Senate Executive Committee will be held on April 20, 2026 from 3:30 p.m. - 4:30 p.m.

**For Approval**

**Open Session**

**To:** Senate Executive Committee

**From:** Ashley Day  
Associate University Secretary

**Date of Meeting:** March 24, 2026

**Agenda Item:** **3. Approval of Minutes and Business Arising**

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### **3.1 Conflict of Interest**

Members are invited to declare any conflicts related to the agenda at this time. Should a conflict of interest arise during discussion, members are asked to declare a conflict of interest as it arises.

The Secretariat can provide guidance regarding potential conflicts of interest in advance of or during the meeting.

### **3.2 Minutes of the February 17, 2026 Meeting**

**Motion:** To approve the minutes of the February 17, 2026 Senate Executive Committee meeting, as distributed/amended.

Documentation Provided:

- Minutes of the February 17, 2026 Meeting (item 3.2)

### **3.3 Business Arising from the Minutes**

An update will be provided on next steps for the Senate Alternative Credentials Committee proposal.

**University of Waterloo**  
**SENATE EXECUTIVE COMMITTEE**  
**Minutes of the February 17, 2026 Meeting**

**Present:** Ashley Day (Secretary), Laura Deakin, Tom Duever (Acting Chair), Mark Ferro, Vikas Gupta, Nadine Ibrahim, Blake Madill, Damian Mikhail, David Porreca, Rida Sayed, Jessica Rindlisbacher, Mark Seasons, James Skidmore, Justin Wan

**Resources/Guests:** David DeVidi, Jenny Flager-George, Andrea Kelman, Tony Ly

**Regrets:** Carol Ann MacGregor, Vivek Goel

**1. Governance Resources**

This item was provided for information only.

**2. Open Session**

**3. Approval of Minutes**

**3.1 Conflict of Interest**

No conflicts of interest were declared.

**3.2. Minutes of January 12, 2026 Meeting**

A motion was heard to approve the minutes of the January 12, 2026 meeting, as presented. Porreca and Madill. Carried.

**3.3 Business Arising from the Minutes**

Any items of business arising have been addressed in the balance of the agenda.

**4. Reports to the Senate Executive Committee**

**4.1. Chancellor Review**

Ashley Day, Associate University Secretary, spoke briefly to the next steps in the Chancellor review process. A member recommended the Advancement and Convocation teams be asked for feedback in addition to the list provided in the materials.

**4.2. Senate Alternative Credentials Committee Proposal**

The Chair noted this proposal was last received by SEC at the November 2025 meeting. The proposal has since gone to Senate Graduate Council (SGC) and Senate Undergraduate Council (SUC) for a second round of feedback and recommendation to Senate for approval.

Dave DeVidi, Associate Vice-President Academic, spoke to the revised proposal, as provided in the meeting materials. Members discussed the proposal and that it would be important the SUC and SGC maintain a line of sight into what the Senate Alternative Credentials Committee (SACC) is approving. DeVidi noted that the Chairs of SUC and SGC would both sit on SACC and would be responsible for forwarding any items to the appropriate governance body for awareness. There would also be regular reporting from SACC to Senate to maintain transparency. As SACC would not create stackable credits, a process for bringing ideas and credentials forward from the faculty level (Grad Operations or Undergrad Operations committees) could be developed. It was clarified that stackable credits would remain under the mandate of SUC and SGC.

The committee briefly discussed the Senate Academic Innovation Committee proposal brought forward by a senator in November 2025, and any potential overlap in mandates. The scope of the SACC proposal is specific to the approval of alternative credentials and is intended to integrate with the existing governance framework including the work of SUC and SGC. Its intent is to remain agile with an asynchronous model, as adopted by the current Alternative Credentials Approval Committee

(ACAC) and Senate Academic Quality Enhancement Committee (AQUE). As SACC has been in development since 2024 and has gone through multiple rounds of feedback, and was a recommendation from the Credentials Framework report, it has been reviewed and recommended by both SUC and SGC to proceed to Senate for final approval.

The Committee agreed that given the substantive material was not available at the time the package was distributed, additional time was needed for members to review and consider the proposal, and that an e-vote should be conducted for the motion to recommend that Senate approve the creation of a Senate Alternative Credentials Committee, as presented, effective May 1, 2026. The Committee agreed that the e-vote would close before distribution of the March 2, 2026 Senate package. If the motion carries, the item will be placed on the March 2, 2026 Senate agenda for approval.

## **5. Senate Agenda Preparation**

### **5.1. Senate Work Plan 25/26**

This item was provided for information only.

### **5.2. Draft March 2, 2026 Senate Meeting Book**

Members reviewed and discussed the main items of the agenda. A member inquired if a report from the Staff Association may be appropriate in the future. The Secretariat will take the suggestion into consideration. Members noted the number of items on the agenda, and it was suggested that the decision items from the Senate Graduate Council and Senate Undergraduate Council be moved earlier on the agenda.

A motion was heard that the Senate Executive Committee approve the March 2, 2026 Senate agenda as amended. Sayed and Porreca. Carried.

## **6. Other Business**

The Chair spoke to the materials as provided in the meeting package. At the January 26, 2026 Senate meeting a question was raised regarding academic freedom for academic administrators including those who are ex-officio members of Senate. An interpretive memo to clarify provisions in university policy and based on academic scholarship and legal perspectives on this topic was drafted and provided for the Committee's information. A separate communication was received by the Secretariat to SEC from Faculty Senator Nasser Moheiddin Abukhdeir related to Academic Freedom of Faculty Members not Subject to the MoA. The letter is provided for the information of SEC as requested by the Senator.

The committee discussed the materials in detail. Deakin noted that the topic could be incorporated into the Roles and Responsibilities for Senators document currently in development by the Senate Engagement Working Group for clarity and education purposes.

Members agreed that both the interpretive memo and the communication from the Senator should be included in the Senate package for information, and that a cover memo be added to clarify the development of each document.

## **7. Adjournment**

It was noted that the next meeting of the Senate Executive Committee will be held on March 24, 2026, from 3:30 p.m. - 4:30 p.m.

February 20, 2026

Ashley Day  
Associate University Secretary

**For Information****Open Session**

**To:** Senate Executive Committee  
**From:** Laura Deakin  
Co-Chair, Senate Engagement Working Group

**Date of Meeting:** March 24, 2026

**Agenda Item:** **4.1 Senate Engagement Working Group Update**

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**Summary**

Laura Deakin, Co-Chair of the Senate Engagement Working Group, will provide an update on the progress of the working group.

<b>Senate Agenda Items</b>	September 22, 2025	October 20, 2025	November 24, 2025	January 26, 2026	March 2, 2026	April 6, 2026	May 4, 2026	June 8, 2026
p = planned ✓ = completed								
<b>LEADERSHIP, FACUTLY, AND ASSOCIATION REPORTS</b>								
Report of the President	✓	✓	✓	✓	✓	p	p	p
• Faculty Tenure and Promotion Report ( <i>consent</i> )			✓			p	p	p
Report of the Vice-President, Academic & Provost	✓	✓	✓	✓	✓	p	p	p
• Reports from Faculties (e.g., appointments, administrative appointments, sabbaticals) ( <i>consent</i> )	✓	✓	✓	✓	✓	p	p	p
• Call for Nominations and Designation of University Professor	✓					p		
Report of the Vice-President, Research & International ( <i>consent</i> )	✓	✓	✓	✓	✓	p	p	p
• Annual Report of the Vice-President, Research & International				✓				
Faculty Presentations							p	p
Annual Association Reports: FAUW, WUSA, GSA						p		
Report of the COU Academic Colleague								p
<b>COMMITTEE &amp; COUNCIL REPORTS</b> Each committee and council of Senate will provide a report to Senate after each meeting.								
Executive Committee, Academic Quality Enhancement Committee, Graduate Council, Honorary Degrees Committee, Planning and Finance Committee, Research and Innovation Council, Undergraduate Council	✓	✓	✓	✓	✓	p	p	p
<b>POLICIES &amp; BY-LAWS</b> Policy and By-Law amendments may also be brought forward based on review schedules or as required.								
Annual Report on Gift Acceptance (Policy 7) ( <i>confidential</i> )								p
University Committee on Student Appeals Annual Report (Policy 72)							p	
University Appointment Review Committee Annual Report (Policy 76)							p	
Executive Appointments (Policy 48, 50, 68) ( <i>confidential</i> )								
<b>OPERATING BUDGET</b> Under the Report of the Planning and Finance Committee.								
University Operating Budget Update		✓						
Joint Board/Senate Budget Education Sessions				✓	✓			
Operating Budget (recommendation to Board)						p		
<b>ADMISSIONS UPDATES, CONFERRING OF DEGREES, AND AWARDS</b>								
Call for Nominations: Honorary Degree and Honorary Member	✓					p		
Academic Calendar Dates	✓							
Teaching Awards Committee: Appointment and Award Winners				✓			p	
Delegation and Reports of the Roster of Graduands	✓		✓			p		
Spring and Fall Convocation Reports	✓		✓					
Undergraduate and Graduate Admissions Update				✓				
<b>SENATE MEMBERSHIP AND GOVERNANCE</b>								
Senate Orientation	✓							
Call for Senate Nominations, Elections, and Appointments				✓	✓			p
Senate Effectiveness Survey						p		

# Senate

## Open Session

April 6, 2026

3:30 p.m. - 5:30 p.m.

Needles Hall

NH 3407

Waterloo Campus

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## 2026 04 06 Senate Meeting Book

### AGENDA

#### 1. Governance Resources

[1.1. Link to Governance Resources](#)

#### 2. OPEN SESSION

3:30 p.m.	3. Territorial Acknowledgement [Goel]	Information	
	3.1 Indigenous Art Installation [TBC]	Information	
3:40 p.m.	4. Approval of the Agenda and Minutes [Goel]		
	4.1 Conflict of Interest	Information	4
	4.3 Minutes of the March 2, 2026 Meeting	Decision	5
	4.2 Approval of the Agenda and Consent Items	Decision	
	4.4 Business Arising from the Minutes	Information	
3:45 p.m.	5. Report of the President [Goel]		
	5.1 General Update	Information	11
4:00 p.m.	6. Report of the Vice-President, Academic and Provost [Duever]		
	6.1 University Professor Designation	Information	12
4:05 p.m.	7. Report of the Senate Planning and Finance Committee [Goel, Reitsma, Duever]		
	7.1 2026-2027 Operating Budget	Decision	
4:50 p.m.	8. Report of the Senate Graduate Council [Wan]		
	8.1 Faculty of Arts	Decision	14
	8.2 Graduate Studies and Postdoctoral Affairs	Decision	16
4:55 p.m.	9. Student Academic Disability Accommodations Policy [DeVidi, Gillies]		
	9.1 Student Academic Disability Accommodations Policy	Decision	19
5:10 p.m.	10. Report of the Associations [Mikhail, Porreca, Sadek]		
	10.1 Annual Report of the Associations	Information	40
	11. Consent Agenda		
	11.1 Delegation of Authority for Approval of the Roster of Graduands	Decision	41
	11.2 2026-2027 Senate Nominations for the Board of Governors	Information	

11.3 Senate Work Plan	Information	43
11.4 Report of the Senate AQUE Committee	Information	44
11.5 Report of the Senate Executive Committee	Information	
11.6 Report of the Senate Graduate Council	Information	45
11.7 Report of the Vice-President, Academic & Provost	Information	
11.8 Report of the Vice-President, Research and International	Information	47
12. Items Removed from the Consent Agenda		
13. Confidential Consent Agenda		
13.1 Confidential Minutes from the March 2, 2026 Meeting	Decision	50
13.2 Confidential Minutes from the March 9, 2026 Special Meeting	Decision	51
14. Other Business		
5:40 p.m. 15. Adjournment		
The next meeting of Senate will take place on May 4, 2026 from 3:30 p.m. - 5:30 p.m. in NH 3407.		

For Information

Open Session

**To:** Senate

**From:** Gen Gauthier-Chalifour  
University Secretary

**Date of Meeting:** April 6, 2026

**Agenda Item:** 4. Approval of the Agenda and Minutes

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#### 4.1 Conflict of Interest

Senators are invited to declare any conflicts related to the open session agenda at this time. Should a conflict of interest arise during discussion, senators are asked to declare a conflict of interest as it arises.

The Secretariat can provide guidance regarding potential conflicts of interest in advance of or during the Senate meeting.

#### 4.2 Approval of the Agenda and Consent Items

**Motion:** To approve the agenda as presented/amended, and to approve or receive for information the items on the consent agenda, listed as items 11.1-11.8 of the Senate agenda.

Senators wishing to have an item removed from consent to the regular agenda are asked to contact the University Secretary in advance of the meeting. Senators may also request to have items moved to the regular agenda immediately prior to the approval of the agenda. Items removed from the consent agenda will be considered under item 12.

#### 4.3 Minutes of the March 2 & 9, 2026 Meetings

**Motion:** To approve the open and confidential minutes of the March 2, 2026 and March 9, 2026 meetings, as distributed.

Documentation Provided:

- Open minutes of the March 2, 2026 meeting (item 4.3)
- Confidential minutes of the March 2, 2026 meeting (item 13.1)
- Confidential minutes of the March 9, 2026 special meeting (item 13.2)

#### 4.4 Business Arising from the Minutes

There is no business arising from the minutes.

**University of Waterloo**  
**SENATE**  
**Minutes of March 2, 2026 Meeting**

**Present:** John Abraham, Nasser Abukhdeir, Yasmeen Almomani, Veronica Austen, Michael Barnett-Cowan, Aubrey Basdeo, Jordan Bauman, Raouf Boutaba, Andrew Chang, David Clausi, Martin Cooke, Cecilia Cotton, Hans De Sterck, Laura Deakin, Charmaine Dean, David DeVidi, Michael Drescher, Thomas Duever, Andrea Edginton, Mark Ferro, Paul Fieguth, Teresa Fortney, Bruce Frayne, Murray Gamble, Gen Gauthier-Chalifour (Secretary), Vivek Goel (Chair), Rob Gorbet, Vikas Gupta, Kevin Hare, Nadine Ibrahim, Marc Jerry, Acey Kaspar, Achim Kempf, Misha Khan, Scott Kline, Jochen Koenemann, Sachin Kotecha, Christiane Lemieux, John Lewis, Ondrej Lhotak, Jun Liu, Brad Lushman, Shana MacDonald, Carol Ann MacGregor, Blake Madill, Pendar Mahmoudi, Heather Mair, Colleen Maxwell, Peter Meehan, Damian Mikhail, Sushanta Mitra, Carter Neal, Christopher Nielsen, James Nugent, David Porreca, Neil Randall, Arya Razmjoo, Jacinda Reitsma, Meray Sadek, Beth Sandore Namachchivaya, Rida Sayed, Mark Seasons, James Skidmore, Karen Sunabacka, Su-Yin Tan, Christopher Taylor, Alexie Tcheuyap, Sharon Tucker, Ian VanderBurgh, Diana Vangelisti, Bojana Videkanic, Justin Wan, Johanna Wandel, Mary Wells, Jeffrey Wilson, Stan Woo, En-Hui Yang

**Regrets:** Laith Alkhalwaldeh, Helen Chen, Peter Hall, Chris Houser, Christopher Lim, Lili Liu, Richard Myers, Alex Pawelko, Nicholas Pellegrino, Jessica Rindlisbacher, Sharon Roberts, Marcus Shantz, Jagdeep Singh Bachher, Katie Traynor, Clarence Woudsma

**Guests/Resources:** Kathy Acheson, Whitney Barrett, Heather Bolton, Graham Brown, Tanya Daniels, Ashley Day, Nenone Donaldson, Melanie Figueiredo, Jenny Flagler-George, Anne Galang, Jennifer Gillies, Yip Jasmine, Diane Johnston, Andrea Kelman, Jennifer Kieffer, Tony Ly, Nick Manning, Christine McWebb, Ian Milligan, Kirsten Muller, Chris Read, Samir Sharma, Greg Smith, Tim Weber-Kraljevski, Katy Wong-Francq

### **1. Governance Resources**

A link to the governance resources for Senate was provided for information.

### **2. OPEN SESSION**

The Chair called the meeting to order and welcomed all to the meeting, acknowledging Samir Sharma, incoming Waterloo Undergraduate Student Association (WUSA) President. The Chair congratulated Mary Wells, Dean of the Faculty of Engineering, on her recent appointment to the Order of Ontario.

The Chair noted that the results of the recent Senate elections are included in the consent agenda under item 12.2. In September, new and returning Senators will be welcomed for the 2026–2027 governance year. Elections for faculty and student Senators to the Board of Governors will take place from March 30 to April 7.

An update was provided on the development of a pathway for the review of Policy 8: Freedom of Speech. Updates will be provided at future Senate meetings.

### **3. Territorial Acknowledgement**

The territorial acknowledgement was given by Charmaine Dean, Vice-President, Research & International.

### **4. Approval of Agenda and Minutes**

#### **4.1. Conflict of Interest**

No conflicts of interest were declared.

#### **4.2. Approval of the Agenda and Consent Items**

The Chair noted that the WUSA and Graduate Student Association presentations under item 11: Report of the Associations, would be postponed until the April meeting of Senate.

A senator requested clarification of the governance pathway of item 6.2: Senate Alternative Credentials

Committee (SACC) Proposal, in relation to another committee proposal from that Senator for a Senate Academic Innovation Committee (SAIC).

The Secretary noted that the SACC materials have been under consideration through Senate governance processes since 2024 and were reviewed by the Senate Undergraduate Council (SUC), Senate Graduate Council (SGC) and Senate Executive Council (SEC), each of which recommended the proposal for Senate approval. The SACC had undergone broad consultation through established Senate processes. The SAIC proposal is currently undergoing consultations at the committee level and has not yet received recommendations to proceed to Senate.

The Chair proposed proceeding with approval of the agenda and addressing these questions regarding item 6.2 during its scheduled discussion.

A motion was heard to approve the agenda as amended, and to receive for information the items on the consent agenda, listed as items 12.1-12.8 of the Senate agenda. Porreca and Deakin. Carried.

### **4.3. Minutes of the October 20, 2025 Meeting**

There were no amendments to the minutes.

A motion was heard to approve the open and confidential minutes of the January 26, 2026 meeting, as distributed. Skidmore and Porreca. Carried.

### **4.4. Business Arising from the Minutes**

No items of business arising were identified.

## **5. Report of the President**

### **5.1 General Update**

The President and Chair of Senate acknowledged that current global events, including the situation in Iran, may be affecting members of the University community personally. The Chair reminded senators of the importance of registering with Safety Abroad when travelling. The Chair further emphasized the University's dedication to fostering an environment at Waterloo that promotes thoughtful dialogue, upholds care, civility, and mutual respect, and providing appropriate support to community members impacted by global events.

On February 17, 2026, the Government of Canada announced its Defence Industrial Strategy, aiming to boost defence research by 85% and launch the BOREALIS organization. The University will support campus researchers who seek further collaboration and funding opportunities.

On February 18, 2026, Canada introduced a new Express Entry category for university professors, teaching, and research assistants. This policy aims to attract international talent and give graduate students and professors more opportunities for permanent residency in Canada.

Recently the province has committed \$6.4 billion in additional funding for colleges and universities over the next four years. This investment increases annual total base operating funding for the sector from approximately \$5.4 billion to \$7 billion. This is a welcome shift in the provincial approach to postsecondary funding. While \$6.4 billion is a large number, it is spread out over 4 years and across all the colleges and universities in the province.

The government announced funding for 70,000 new student spaces by 2029, of which 30,000 support existing students over corridor and 40,000 are net new positions. Details are still to be announced on the process by which institutions will be invited to submit proposals demonstrating enrolment growth in priority labour markets. Capped tuition increases will be permitted, with institutions allowed to increase fees by up to two percent annually for the next three years. While this represents positive news for the sector and for Waterloo, careful stewardship, operational efficiency, and financial sustainability remain essential.

The Chair acknowledged recent changes to the Ontario Student Assistance Program (OSAP), highlighting that grant funding will drop from up to 85% to 25%, with the balance now offered as loans. This shift is

anticipated to have a notable impact on both current and future students. The Chair noted the University is aware of students' concerns, and the Waterloo Undergraduate Student Association (WUSA) is planning action for March 4, 2026. The University has reiterated its commitment to supporting student access by continuing to invest in need-based grants, bursaries, scholarships, and specific financial aid for both undergraduate and graduate students.

The Chair invited Damian Mikhail, President of WUSA, to offer comment. Mikhail spoke in support of the increased investment in funding and sustainable tuition framework, emphasizing the significant impact of the OSAP changes on students, particularly those from low-income families. WUSA is proposing a student walkout on March 4, 2026, to protest these changes. Mikhail called for faculty understanding of the challenges faced by students.

Senators discussed the impact the tuition freeze has had on the operating budget, and the constraints on international student enrollment. Data indicating how many students use OSAP at the University and the potential impact would be provided at a future meeting.

In relation to proposed student action on March 4, senators discussed the use of short-term absences and the request from WUSA for faculty to be empathic and understanding of student concerns.

## **6. Report of the Senate Executive Committee**

### **6.1 Academic Freedom of Academic Administrators**

The Chair spoke to the materials provided in the meeting package, including an interpretive memo to clarify provisions in university policy and based on academic scholarship and legal perspectives on this topic. It was noted that the Secretariat received a communication to the Senate Executive Committee (SEC) on this topic from Faculty Senator Nasser Abukhdeir. The SEC met on February 17, 2026 and agreed to forward both memorandums to Senate for information.

Senator Abukhdeir spoke to his concerns as outlined in his memorandum.

It was suggested that this issue could be discussed as a potential topic at a future joint retreat of the Senate and the Board of Governors.

### **6.2 Senate Alternative Credentials Committee Proposal**

The Chair noted that following feedback and approval from the Senate Undergraduate and Graduate Councils, the SEC is recommending the establishment of a Senate Alternative Credentials Committee to replace the existing Alternative Credentials Approval Committee (ACAC).

David DeVidi, Associate Vice-President, Academic, spoke to the materials included in the meeting package, noting that the proposal originated from a recommendation in the 2024 Credentials Framework Report. With the proliferation of alternative credentials, the proposed committee is intended to strengthen governance, credibility, and reporting of alternative credentials through closer alignment with Senate oversight.

Senators raised concerns regarding the proposed speed of approvals and potential pressure on Faculties, and inquired whether evidence from peer institutions supports the proposed approach and need for a more expeditious approvals process. DeVidi noted that other institutions are moving aggressively in this area. The proposed committee is intended to balance maintaining the high quality associated with the University of Waterloo name while supporting emerging revenue-generating opportunities. In 1973, Senate agreed that non-credit credentials would not be subject to Senate oversight; this proposal would restore Senate authority over their quality, reporting, and governance.

Senators suggested that clarification regarding the stackable credentials process be included in the proposal and also raised concerns about the proposed membership of the committee.

A senator moved to defer the item. The Chair invited a seconder, and Senate agreed to defer the item to a future meeting of Senate.

## **7. Report of the Senate Graduate Council**

### **7.1 Faculty of Arts**

Justin Wan, Chair of the Senate Graduate Council, spoke to the materials provided in the meeting package. A question was raised whether other programs have teaching as instructor-of-record or being a teaching assistant in a course as a requirement and if the new collective agreement for sessionals would limit assignment of teaching to students in such programs. Wan clarified MA and PhD students are allowed to teach one course during their graduate degree program as part of their pedagogical training without the requirement to advertise such positions in accordance with the collective agreement between CUPE 5524 Unit 0 and the University of Waterloo.

A motion was heard that Senate approve the major modifications to the Master of Arts (MA) in Political Science; Master of Arts (MA) in Political Science - Co-operative Program (direct entry); and Doctor of Philosophy (PhD) in Psychology, effective May 1, 2026, as presented. Wan and Tcheuyap. Carried.

### **7.2 Faculty of Environment**

Wan spoke to the materials provided in the meeting package. There were no questions.

A motion was heard that Senate approve the major modifications to the Master of Environmental Studies (MES) in Geography, effective May 1, 2026, as presented. Wan and Frayne. Carried.

### **7.3 Office of Graduate Studies and Postdoctoral Affairs**

Wan spoke to the materials provided in the meeting package. There were no questions.

A motion was heard that Senate approve the major modifications to the 2026 Graduate Studies Academic Calendar, effective May 1, 2026, as presented. Wan and Porreca. Carried.

## **8. Report of the Senate Undergraduate Council**

### **8.1 Faculty of Arts**

DeVidi, as Chair of the Senate Undergraduate Council, spoke to the materials provided in the meeting package. A senator noted the large output from the curriculum management software, Quali.

A motion was heard that Senate approve the major plan modifications and retirements for the Faculty of Arts School of Accounting and Finance, Department of Communication Arts, Department of Economics, Renison University College programs, and regulation changes, effective September 1, 2026, as presented. DeVidi and Tcheuyap. Carried.

### **8.2 Faculty of Engineering**

DeVidi spoke to the materials provided in the meeting package. There were no questions.

A motion was heard that Senate approve the major plan modifications for the Faculty of Engineering Biomedical Imaging Technologies Specialization, Diploma in Business and Entrepreneurship programs, and retired regulations, effective September 1, 2026, as presented.

### **8.3 Faculty of Environment**

DeVidi spoke to the materials provided in the meeting package. In response to a question, it was clarified that the regulation modification does not change the existing rules. Approval requirements under section 3.5 remain in place; however, requests for students to take an increased workload will now require approval at the Associate Dean level. In response to a query about timeliness of approvals, Senate was assured that this would continue to be the case.

A motion was heard that Senate approve the major plan modifications for The Faculty of Environment Geographic Information Systems Certificate, Environment, Society and Well-Being Specialization, Remote Sensing Specialization programs, and regulation changes, effective September 1, 2026, as presented. DeVidi and Porreca. Carried.

### **8.4 Faculty of Mathematics**

DeVidi spoke to the materials provided in the meeting package. A senator noted that student feedback on the program included comments regarding the tuition classification.

A motion was heard that Senate approve the major plan modifications for the Faculty of Mathematics Data Science program, effective September 1, 2026, as presented. DeVidi and Koenemann. Carried.

### **8.5 Faculty of Science**

DeVidi spoke to the materials provided in the meeting package. There were no questions.

A motion was heard that Senate approve the major plan modifications for the Faculty of Science Advanced Physics Option, Aviation Minor, and regulation changes, effective September 1, 2026, as presented. DeVidi and Deakin. Carried.

### **8.6 Office of the Registrar**

DeVidi spoke to the materials provided in the meeting package. A minor grammatical error was noted that did not impact the intent of the materials. There were no questions.

A motion was heard that Senate approve the Office of the Registrar new regulation and regulation changes, effective September 1, 2026, as presented. DeVidi and Porreca. Carried.

## **9. Report of the Senate Research and Innovation Council**

This item was deferred to a future meeting of Senate.

## **10. Report from the Ombudsperson**

The Chair noted that this is the inaugural report of the Office of the Ombudsperson, which was established in January 2025. A report to Senate is being brought forward as part of the annual reporting obligations under the tri-party MOU between the University of Waterloo, WUSA, and GSA.

Whitney Barrett, Ombudsperson, spoke to the report as provided in the meeting materials. Barrett highlighted the priorities for the office, outcomes from year one, and engagement plans for future.

Senators discussed how to support increased visibility of the office, and it's work and the role of the Ombuds Office in relation to anonymous complaints and policy development. It was clarified that the office maintains an informal and impartial role, providing feedback during policy drafting but not serving as a formal actor in processes or negotiations. Barrett added that the purpose of the office is to remain impartial and informal.

## **11. Report of the Associations**

This item was deferred to a future meeting of Senate.

## **12. Consent Agenda**

The following items were received for information as part of the consent agenda motion for approval under item 4.2.

- 12.1 Senate Work Plan 2025-26
- 12.2. 2026-2027 Senate Election Results
- 12.3. Report of the Senate AQUE Committee
- 12.4. Report of the Senate Executive Committee
- 12.5. Report of the Senate Graduate Council
- 12.6. Report of the Senate Undergraduate Council
- 12.7. Report of the Vice-President, Academic & Provost
- 12.8. Report of the Vice-President, Research and International

## **13. Items Removed from the Consent Agenda**

There were no items removed from the consent agenda.

**14. Other Business (open session)**

With no other business identified for the open session, Senate proceeded into the confidential session.

March 2, 2026

Ashley Day  
Associate University Secretary

**For Information****Open Session**

**To:** Senate  
**From:** Vivek Goel  
President and Vice-Chancellor  
**Date of Meeting:** April 6, 2026  
**Agenda Item:** **5.1 General Update**

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**Summary**

Dr. Vivek Goel, President and Vice-Chancellor, and Chair of Senate, will provide an update on matters of interest to Senate.

**For Information****Open Session**

**To:** Senate

**From:** Thomas Duever, Interim Vice-President, Academic and Provost  
Office of the Provost

**Date of Meeting:** April 6, 2026

**Agenda Item:** **6.1 Report of the Interim Vice-President, Academic and Provost on University Professor Designation**

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**Summary**

The 2026 University Professor designations are **N. Asokan**, Faculty of Mathematics, Cheriton School of Computer Science; **Randy Harris**, Faculty of Arts, English Language and Literature; and, **John McPhee**, Faculty of Engineering, Systems Design Engineering.

**Jurisdictional Information**

University Professor designations are reported to Senate and the Board of Governors in April.

**Governance Path**

1. Annually, nominations will be sought from Faculty deans, directors of schools and department chairs, as well as from the university community generally. A nominee shall have demonstrated exceptional scholarly achievement and international pre-eminence in a particular field or fields of knowledge. The individual who nominates a colleague is responsible for gathering the documentation and submitting it to the vice-president academic & provost before the December break. The University Tenure, Permanence & Promotion Committee will act as the selection committee; its decisions are final.
2. A nomination must be supported by at least six signatures from at least two UW departments/schools and must be accompanied by a curriculum vitae and a short, non-technical description of the nominee's contributions.
3. A nomination must also be accompanied by letters from the nominee's Dean, and from at least two and no more than five scholars of international standing in the nominee's field from outside the University. The scholars are to be chosen by the nominee's Chair/Director in consultation with the Dean and the nominator. The letter of nomination should explain why these particular scholars were chosen.
4. Letters soliciting comments from scholars shall be sent by the Chair/Director. Scholars shall be asked to comment on the impact and specific nature of the nominee's most

influential contributions, addressing their responses directly to the Vice-President, Academic & Provost.

5. The dossiers of unsuccessful nominees remain in the pool for two additional years. The appropriate Dean should provide updated information each year. No candidate may be nominated again until at least two years have elapsed since the last consideration by the Committee.

### **Highlights**

The University of Waterloo owes much of its international reputation and stature to the quality of its eminent professors. UW recognizes exceptional scholarly achievement and international pre-eminence through the designation "University Professor". Once appointed, a faculty member retains the designation until retirement.

Not counting retirees, it is anticipated there will be one University Professor for approximately every 60 full-time regular faculty members, with at most two appointments each year.

The 2026 University Professor designations are N. Asokan, Cheriton School of Computer Science; Randy Harris, English Language and Literature and John McPhee, Systems Design Engineering.

### **Next Steps**

The 2026 University Professor designations will be reported to the Board of Governors on April 14, 2026.

**For Approval****Open Session**

**To:** Senate

**From:** Senate Graduate Council

**Presenter(s):** Justin Wan  
Interim Associate Vice-President, Graduate Studies and Postdoctoral Affairs

**Date of Meeting:** April 6, 2026

**Agenda Item:** **8.1 Report of the Senate Graduate Council: Faculty of Arts – Major Modifications**

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**Recommendation/Motion**

That Senate approves the major modifications to the Doctor of Philosophy (PhD) in Political Science and Doctor of Philosophy (PhD) in Political Science - Co-operative Program, effective May 1, 2026, as presented.

**Summary**

[Senate Graduate Council](#) met on [January 21, 2026](#) and agreed to forward the following item to Senate for approval as part of the regular agenda.

- a. Doctor of Philosophy (PhD) in Political Science and Doctor of Philosophy (PhD) in Political Science - Co-operative Program.

The full proposal can be found in the January 21, 2026 Senate Graduate Council Meeting Book, starting on [page 114](#).

**Proposal/Rationale**

Doctor of Philosophy (PhD) in Political Science and Doctor of Philosophy (PhD) in Political Science - Co-operative Programs:

1) Updating the list of research fields: Updating the list of research fields could enhance recruitment and will better align with student interests in the field, including interdisciplinarity. The revised fields are consistent with the discipline and are better aligned with faculty expertise. The program's learning outcomes remain the same.

The program currently includes the following graduate research fields:

- Canadian Politics
- International Relations
- Political Economy

The revised graduate research fields are as follows:

- Canadian Politics
- Comparative Politics
- Gender and Politics
- Political Economy
- Political Theory
- Public Policy

2) Expanding the number of elective courses: Expanding the number of elective courses will enhance equity amongst PSCI grad instructors and provide greater choice for students.

The current course requirements are as follows:

- Students must complete 6 (0.50 unit weight) graduate-level courses in PSCI:
- PSCI 600 Political Science Methods
- PSCI 601 Research and Writing in Political Science
- 1 core course in one of the program's three graduate research fields
- 1 course in the student's second area (which may be another of the three graduate research fields or a custom concentration)
- 2 electives in PSCI

The revised course requirements are as follows:

- Students must complete 6 (0.50 unit weight) graduate-level courses in PSCI:
- PSCI 600 Political Science Methods
- PSCI 601 Research and Writing in Political Science
- 4 elective courses in PSCI

3) Adding flexibility to the comprehensive exam reading lists: Flexibility in the composition of comprehensive exam committees will support program adaptability and allow for greater connection to expertise in Arts. Changes in the reading list requirements will better reflect PhD student research interests.

### **Jurisdictional Information**

As outlined in the council's [Terms and Reference](#), Senate Graduate Council is empowered to make approvals on behalf of Senate for a variety of matters:

- Consider, study and review all proposals for new graduate programs, the deletion of graduate programs, and/or major modifications to existing graduate programs, and make recommendations to Senate thereon.

### **Governance Path**

Faculty of Arts: September 26, 2025

Senate Graduate Council: January 21, 2026

Senate: April 6, 2026

### **Documentation Provided**

Appendix A: [Proposed Changes – Faculty of Arts](#)

The full proposal can be found in the January 21, 2026 Senate Graduate Council Meeting Book, starting on [page 114](#).

**For Approval****Open Session**

**To:** Senate

**From:** Senate Graduate Council

**Presenter(s):** Justin Wan  
Interim Associate Vice-President, Graduate Studies and Postdoctoral Affairs

**Date of Meeting:** April 6, 2026

**Agenda Item:** **8.2 Report of the Senate Graduate Council: Graduate Studies and Postdoctoral Affairs – Major Modifications**

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**Recommendation/Motion**

That Senate approves the major modifications to the 2026 Graduate Studies Academic Calendar, effective May 1, 2026, as presented.

**Summary**

[Senate Graduate Council](#) met on [March 3, 2026](#) and agreed to forward the following item to Senate for approval as part of the regular agenda.

- a. Proposed changes for regulations on graduate work-integrated learning and course outlines.

The full proposal can be found in the March 3, 2026 Senate Graduate Council Meeting Book, starting on [page 49](#).

**Proposal/Rationale**Spring 2026 Graduate Studies Academic Calendar:

On behalf of all faculties, bringing forward a collection of regulation submissions for inclusion in the Spring 2026 Graduate Studies Academic Calendar.

Section 10.1 Graduate work-integrated learning*Description and rationale for proposed changes:*

A work/reflective report is part of work-integrated learning (WIL) pedagogy and a required component for the degree in CEE-supported co-op programs. The Graduate WIL Reflective Report is a structured reflection tool designed to help Waterloo graduate students critically connect their academic learning with practical work experiences during co-op experiences. It could become available for internship programs (and other forms of program-level WIL)

as a milestone in future if they become CEE supported. The Graduate WIL Reflective Report supports integrative learning, professional development, and provides aggregate data to faculties for program review and curricular improvement.

Effective Spring 2026, the Graduate WIL Reflective Report will be made available to CEE-supported co-op programs. Departments may opt to replace their own Graduate Studies Work Report milestone with this CEE administered Graduate WIL Reflective Report milestone.

If a program chooses the CEE-administered Graduate WIL Reflective Report milestone, the current Graduate Studies Work Report milestone language on their respective Graduate Studies Academic Calendar program page will be revised as follows:

Graduate WIL Reflective Report [milestone language]

“The Graduate WIL Reflective Report requires students to critically reflect on their co-op work term experience, connecting academic knowledge to practical tasks and professional development. Students must complete one reflective report per required work term. The report is administered, evaluated, and graded by the Centre for Work-Integrated Learning.”

#### Section 16.4 Courses and assessments: Course outlines

*Description and rationale for proposed changes:*

This new section is being added to the Graduate Studies Academic Calendar to align with content in the Undergraduate Studies Academic Calendar and with Bill 166. In addition, current Calendar regulations do not include direction around course outlines, however, under Policy 71, changes to course outlines may be a basis for grievance. Including this section in the Calendar makes expectations explicit for students and course instructors.

“A course outline must be available to all students in graduate course by the first day of the Formal Lecture Period as identified under Important Dates. See the basic elements required in a course outline.

Changes to course outlines are normally not permitted after the first week of classes. Course outlines are to be filed in each academic unit or the central repository.”

#### **Jurisdictional Information**

As outlined in the council’s [Terms and Reference](#), Senate Graduate Council is empowered to make approvals on behalf of Senate for a variety of matters:

- Consider, study and review all proposals for new graduate programs, the deletion of graduate programs, and/or major modifications to existing graduate programs, and make recommendations to Senate thereon.

#### **Governance Path**

Senate Graduate Council: March 3, 2026

Senate: April 6, 2026

## **Documentation Provided**

[Appendix A: Proposed Changes – Graduate Studies and Postdoctoral Affairs](#)

The full proposal can be found in the March 3, 2026 Senate Graduate Council Meeting Book, starting on [page 49](#).

**For Approval****Open Session**

**To:** Senate

**From:** Office of the President

**Presenter(s):** Vivek Goel, President and Vice-Chancellor  
David DeVidi, Associate Vice-President, Academic  
Jennifer Gillies, Associate Provost, Campus Support & Accessibility

**Date of Meeting:** April 6, 2026

**Agenda Item:** **9.1 Policy 19 – Student Academic Disability Accommodations**

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**Recommendation/Motion**

That Senate approve the proposed new Policy 19: Student Academic Disability Accommodations; and,

That Senate recommend the Board of Governors give final approval to the Policy.

**Summary**

The University has developed a new G-Class Policy and Procedures for academic accommodations for students with disabilities, leveraging and replacing the Student Accommodation Guidelines that have been used by the community since their inception in 2019. The Policy formalizes institutional commitments under the *Ontario Human Rights Code* and clarifies roles, responsibilities, and processes for accommodation planning, dispute resolution, and retroactive requests. It was created through the work of the Accessible Education Project Policy and Guidelines Team and provides many operational and best practices updates and address gaps identified since implementation of the Guidelines. Supporting guidelines will be developed by AccessAbility Services. The Policy is in final governance stages, with Board approval anticipated in April 2026.

**Jurisdictional Information**

Policy 19 is a Class G policy, as described in Policy 1 – Initiation and Review of University Policies. The initiation and development of Class G policies is decided case by case by the President. The Policy has been referred for consultation prior to the President's acceptance or rejection of the revised draft. In accordance with historical precedent, G-Class policies may also be referred to the Senate and or the Board of Governors for approvals.

**Governance Path**

- Community and Culture Committee: March 27, 2026 (for information)
- Senate: April 6, 2026 (for approval and endorsement to the Board)
- Board of Governors: April 14, 2026 (for approval)

**Documentation Provided**

- Student Academic Disability Accommodations (Policy 19) Memorandum
- Policy 19 – Student Academic Disability Accommodations

**UNIVERSITY OF WATERLOO  
MEMORANDUM**

**FROM:** Members of Accessible Education the Project, Policy & Guidelines Team;  
Associate Vice-President, Academic; Associate Provost, Campus Support and  
Accessibility

**CC:** University Secretariat

**RE:** New G Class Policy and associated Procedures – Student Academic Disability  
Accommodations (Policy 19)

**DATE:** March-April 2026

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The new Policy and related Procedures describe and implement the University's commitments and obligations under the *Ontario Human Rights Code* and will be the University's primary instruments outlining the roles, processes, and responsibilities for providing academic accommodations to students with disabilities.

This memo provides an overview of the process and appends the Policy and Procedures.

The final stages of the governance process are as follows:

- Community and Culture Committee (information/awareness)
- Senate (approval, and endorsement to the Board)
- Board of Governors – April 2026 (approval)

## **BACKGROUND**

### ***Student Accommodation Guidelines***

The Student Accommodation Guidelines ("Guidelines") were implemented in 2019 and have historically been relied upon by the University community to establish student academic accommodation plans, articulate the roles and responsibilities of our community members in the accommodation process, resolve accommodation disputes, and consider requests for retroactive accommodations. These Guidelines refer to and implement requirements under the *Code* as well as best practice guidance from the Ontario Human Rights Commission Policy on Accessible Education for Students with Disabilities.

While the Guidelines have been relied upon by the community, the intention was for these Guidelines to eventually evolve into a formal policy. Much of the new policy and procedures leverages content, including responsibilities, from the Guidelines.

### ***Ontario Government – Proposed Recommendations***

In 2021, the Ontario government released a report prepared by their Postsecondary Education Standards Development Committee. This Committee defined the long-term objective of the proposed Postsecondary Education Standards under the *Accessibility for Ontarians with Disabilities Act (AODA)*, and various measures, policies, practices, and requirements recommended for implementation. While these 185 recommendations have not yet become formal legal requirements, many refer to existing legal requirements and nonetheless translate

into good practice. The hope was that postsecondary institutions would begin making changes before the enactment of any forthcoming regulation.

### ***Accessible Education Project***

The Accessible Education Project is one part of the University's Disability Inclusion project (generally known as DISCo), which aimed to create a university culture in which to the greatest extent that is feasible accessibility becomes "standard operating procedure" at Waterloo. DISCo has the goal of positioning the University to respond appropriately to all 185 of the AODA recommendations.

A Policy and Guidelines Working Group ("Working Group") is one of three working groups that comprise the Accessible Education Project. Its mandate was to transition the accommodation Guidelines into a formal G-Class policy. In creating this policy, this Group has turned its attention not only to strengthening the existing Guidelines but also a number of the AODA recommendations. The intent has been to satisfy the spirit of the recommendations and use language that is clear and readily interpreted.

### **SCOPE**

- The new Policy and Procedures replace the existing Student Accommodation Guidelines ("Guidelines"), provide many operational and best practice updates, and address gaps identified since implementation of the Guidelines. AccessAbility Services (AAS) will develop new Guidelines that augment the Policy and Procedures.
- The Policy and Procedures were drafted in alignment with statutory obligations under the *Ontario Human Rights Code* (the *Code*).
- Policy 58 – Accessibility – remains the university's accessibility policy to give effect to AODA requirements. The original intent of the new accommodation policy was to leverage the final recommendations of the AODA Post Secondary Education Standards committee. However, throughout the course of drafting, we learned that many of the recommendations were either already met through other mechanisms or were not appropriate content for a policy on academic accommodation. While the Policy and Procedures were drafted in the spirit of the AODA PSE recommendations, they should be reviewed if the AODA PSE recommendations become law.
- The Policy and Procedures apply to academic accommodations for students (undergraduate and graduate) with disabilities. The scope is narrower than the original intent, which would have covered accommodations for all protected grounds under the *Code*. It was decided that it was more operationally feasible to establish policy and procedures related to disability-based accommodations at this time.
- The Policy establishes procedures for: establishing academic accommodations; resolving informal accommodation disputes; and managing retroactive accommodation requests.
- AAS' new Guidelines will augment the Policy and Procedures, providing additional guidance on topics such as: referring students to AccessAbility Services, instructor timelines for AAS accommodation facilitation, measures for safeguarding confidentiality, and the role of essential requirements in accommodation planning.

- As with the Student Accommodation Guidelines, the new Policy and Procedures outline roles and responsibilities of groups involved in the accommodation process, including students, Course Instructors and Graduate Student Supervisors (which includes faculty, staff instructors), Chairs and Directors, AccessAbility Services, and the University.

## **DRAFTING PROCESS**

The Policy and Procedures reflect careful consideration by the Working Group, informed by their subject matter expertise and experiences with the existing Student Accommodation Guidelines.

The AEP Policy & Guidelines Team are:

- Associate Vice-President, Academic
- Associate Registrar, Enrolment Services & Academic Policy
- Associate Provost, Campus Support and Accessibility
- Associate Dean, Undergraduate Studies (Engineering)
- Director, AccessAbility Services
- Professor & Chair, English Language and Literature
- A Representative from the Library
- Director, Student Decision and Policy Support
- Associate University Secretary, Policy and Special Projects (support)

A Policy Drafting Committee was created to review the policy and make recommendations, both early in the drafting process and following the consultative period. The PDC included members of the P&G Team as well as:

- Graduate student representation
- Undergraduate student representation
- Additional Associate Dean
- Special Advisor to the Provost, Student Experience
- Director, Campus Housing
- Director, Student Decision and Policy Support

The Policy and Procedures received substantial consultation from the University community:

- LIS (multiple reviews)
- PVP
- DC
- Associate Deans Undergraduate Group
- GSA
- WUSA
- USRC
- GSRC
- FRC
- SUC
- SGC
- EDIRO
- Registrar
- Indigenous Relations

- Office of the Ombudsperson
- The Centre for Extended Learning
- The Centre for Teaching Excellence
- The Library
- Co-operative Education
- Conflict Management Office
- Graduate Studies and Postdoctoral Affairs

#### **AFTER PASSAGE OF THE POLICY**

Procedures for the informal accommodation dispute resolution process (section 5.1 of the Procedures) will be developed through a formal process and incorporated into the Procedures following adoption of the Policy. The current process will remain in the interim as articulated in AccessAbility Services' (AAS) Guidelines. This course of action resulted from feedback indicating that both the current process and the proposed new process required further development. The work required to revise the process is not insignificant, and rather than delay approval of an otherwise sound and necessary policy, the PDC agreed to advance the Policy and Procedures forward and address the dispute resolution item at a later stage. AAS leadership has a plan to efficiently and effectively develop and consult on a new process. The PDC would be re-engaged to review this procedural (not policy) content for inclusion in the Procedures.

*The policies found on the website of the Secretariat are compulsory rules for the University community. The authoritative copies of the policies are held by the Secretariat and bear the seal of the University. The online version accessible through the website of the Secretariat is available for information purposes only. In case of discrepancy between the online version and the authoritative copy held by the Secretariat, the authoritative copy shall prevail. Please contact the Secretariat for assistance if necessary.*

**Established:**

**Revised:**

N/A.

**Mandatory Review Date:**

**Supersedes:**

Student Academic Accommodation Guidelines

**Class:**

G

**Responsible/Originating Departments:**

Associate Vice-President, Academic  
Associate Provost, Campus Support and Accessibility

**Executive Contact:**

Associate Provost, Campus Support and Accessibility

**Related Policies, Guidelines and Procedures:**

- AccessAbility Services Guidelines
- Managing Student Information for Faculties, Academic Departments and Schools
- Policy 33 – Ethical Behaviour
- Policy 46 – Information Management
- Policy 58 – Accessibility
- Policy 70 – Student Petitions and Grievances
- Student Academic Disability Accommodations Procedures

### 1. Introduction

- 1.1 The University of Waterloo is committed to the health and well-being of its Students, to fostering a supportive environment for learning and discovery, and to building community where all members are treated equitably and fairly.
- 1.2 The University recognizes an ongoing commitment to values of inclusivity, diversity, equity, and accessibility as important contributions to its teaching and research missions.
- 1.3 The University recognizes that the Ontario *Human Rights Code* (the “Code”) guarantees the right to equal treatment in education, without discrimination, and its obligations to take substantial and meaningful measures to promote inclusiveness and equal participation for students on grounds established by the *Code*.
- 1.4 Aligned with its commitments, and its obligations under the *Code*, including the duty to inquire, the University provides academic accommodations to Students with Disabilities who require accommodations to meaningfully access their education at the University, as described in this policy.

- 1.5 Within the context of this policy and its associated procedures, academic accommodations are modifications or adjustments to the way that a Student with a Disability accesses and fully participates in their academics. These address the way a Student receives course curricula and materials, participates in course activities (such as field work, practicums, lab work), or demonstrates mastery of course or milestone content and skill. In addition to courses, academic accommodations can apply at the program level (such as milestones).
- 1.6 Academic accommodations do not alter the essential requirements of a program or course. Appropriate academic accommodations provide Students the opportunity to meet the essential requirements of the course or program, with no alteration in standards or requirements, although the manner in which the student demonstrates proficiency, knowledge, and skills may be altered.
- 1.7 The University will provide meaningful support in this context, carefully considering individual circumstances and institutional responsibilities. This includes the responsibility to accommodate Students up to the point of undue hardship, which is the legal outer limit of the duty to accommodate, and which is considered individually within the full context of a request for academic accommodation.
- 1.8 The University recognizes that Students' identities can intersect and is committed to an intersectional approach to addressing multiple grounds of discrimination and a process that is considerate of a Student's identities. The Office of Indigenous Relations and the Office of Equity, Diversity, Inclusion and Anti-Racism provide guidance on intersecting supports and policy considerations to ensure alignment across the University.
- 1.9 In recognition of the University's commitments and obligations, this policy and its associated procedures describe the roles and responsibilities of various University community members in the academic accommodation process, and outlines specific procedures for:
  - implementing academic accommodations, including Interim Accommodations.
  - resolving disputes related to academic accommodations.
  - seeking Retroactive Accommodation.

## 2. Scope

- 2.1 Employees involved in the provision of academic accommodations to Students are subject to responsibilities outlined in the policy and its associated procedures. Specific roles and responsibilities are articulated in this policy for Course Instructors and Graduate Student's Supervisors, AccessAbility Services, and Academic Administrators.
- 2.2 This policy and its associated procedures apply to Students as defined in the policy. This policy and its associated procedures do not apply to accommodation for Students in their capacity as employees. There is a separate employee accommodation process for students in their capacity as employees of the University managed by the Office of Employee Health and Accommodations.
- 2.3 The scope of the policy and its associated procedures is academic accommodation of the needs of Students on the protected ground of Disability. The academic calendars (for undergraduate studies and for graduate studies) outline accommodation processes more generally and for other *Code*-protected grounds.

- 2.4 External entities and third parties providing goods, services, or facilities to Students have their own responsibilities to provide accommodations under the *Code*, separate from this policy.
- 2.5 This policy and its associated procedures do not apply to non-academic accommodation requests such as accommodation requests for administrative process, for example, processes under Policy 33 – Ethical Behaviour.
- 2.6 This policy and its associated procedures do not encompass the University’s commitments and obligations to accessibility for Students. Other policies, teams, and practices outline the University’s commitments to achieving a barrier-free accessibility for persons with disabilities, including but not limited to Policy 58-Accessibility and the multi-year accessibility plan.

### 3. Legal Framework

- 3.1 In addition to the abovementioned “Related Policies, Guidelines and Procedures”, the policy is construed in accordance with the following legal provisions:
  - *Ontario Human Rights Code*, R.S.O. 1990, c. H.19
  - *Personal Health Information Protection Act*, 2004, S.O. 2004, c. 3, Sched. A
  - *Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, c. F.31

A reference to legislation includes the regulations made thereunder.

- 3.2 If any of these legal provisions are modified, abrogated, superseded, or added to, the policy shall be interpreted in accordance with this new legal framework.

### 4. Purpose

The purposes of this policy and its associated procedures are:

- 4.1 To describe and implement the University’s duty to accommodate, up to the point of undue hardship, for Students with Disabilities.
- 4.2 To support the development of practices and procedures that enable equitable and inclusive academic opportunities for Students at the University.
- 4.3 To outline roles and responsibilities in the accommodation process for those who have responsibility in the Student academic accommodation process.
- 4.4 To contribute to a culture around academic accommodations and the accommodation process that fosters a climate of understanding, dignity, and confidentiality.

### 5. Principles

The University is committed to respecting the diversity of its Students and to a collaborative accommodation process. The duty to accommodate is informed by key principles.

- 5.1 **Respect for dignity:** means respecting the dignity of the Student and promoting respect, encompassing the Student’s self-worth, autonomy, and empowerment.

- 5.2 **Individualization:** means considering the unique identities and needs of each Student. Individualization recognizes that academic accommodations may need to be revisited over time to respond to changes in a Student's needs.
- 5.3 **Integration and full participation:** means removing existing barriers and providing accommodations where barriers continue to exist. This means taking steps to develop and implement accommodations with a view to maximizing a Student's full participation.

## 6. Roles and Responsibilities

### 6.1. University

- 6.1.1. The University shall inform incoming and current Students, as early as possible and in a readily accessible way, of the accommodations and supports available to Students with known or suspected Disabilities.
- 6.1.2. The University shall provide academic accommodations for Students, up to the point of undue hardship, in accordance with the *Ontario Human Rights Code* and other applicable legislation, as well as in accordance with any University policies and procedures.
- 6.1.3. To support the requirements of the duty to accommodate, University employees with obligations under this policy and its associated procedures are expected to work collaboratively with other parties as required and as necessary to facilitate the accommodation and uphold the policy.
- 6.1.4. The University shall consider all requests for Retroactive Accommodations, on a case-by-case basis.
- 6.1.5. The University recognizes its duty to inquire proactively as to whether a Student with accommodation needs is aware of the available accommodation support and to offer a meaningful opportunity for the Student to request an academic accommodation. The duty is triggered where the University is aware, or reasonably ought to be aware, that there may be a relationship between a protected ground and a Student's behaviour or academic performance.
- 6.1.6. All individuals involved in the accommodation process and/or in implementing accommodations must protect and maintain Students' privacy and confidentiality. All accommodation information must only be shared on a need-to-know basis. Personal health information must be collected, shared, disclosed, and stored in manner that is consistent with privacy legislation, Policy 46 – Information Management, and the Guidelines for the Protection of Personal Health Information. Only AccessAbility Services may request a Student's medical documentation or personal health information for the purposes of accommodations. Employees other than AccessAbility Services should refer to AccessAbility Services Guidelines for handling information related to a Student's accommodation.

## 6.2. AccessAbility Services

6.2.1. AccessAbility Services is the University's centralized office for:

- Receiving and facilitating all applications from Students for academic accommodations.
- Receiving and facilitating any referrals from employees for Students with known or suspected Disabilities.
- Receiving and assessing supporting medical documentation to determine accommodation needs.
- Designing, and revising when needed, Accommodation Plans in collaboration with the Student, the Course Instructor or Graduate Student's Supervisor, or Academic Administrators. This may be for individual course academic accommodations, graduate milestones, or program-level academic accommodations, as the case may be.
- Managing and facilitating the implementation of academic accommodations, when needed.
- Offering accommodation-based supports that increase Student capacity for personal success.

6.2.2. AccessAbility Services receives requests for and facilitates Interim Accommodations on a case-by-case basis (for example, where medical documentation is pending). Interim Accommodations will be provided for up to one (1) full term and may be extended as necessary. Interim accommodations also apply to graduate milestones.

6.2.3. AccessAbility Services provides direction and/or recommendations to Course Instructors, Academic Administrators, and other employees regarding whether there is a duty to accommodate a Student for the purposes of academic accommodations, Retroactive Accommodations, or other exceptions.

6.2.4. AccessAbility Services maintains confidentiality and privacy in exercising its responsibilities under this policy and its associated procedures in accordance with AccessAbility Services guidelines, *Personal Health Information Protection Act*, *Freedom of Information and Protection of Privacy Act*, and Policy 46 – Information Management. This includes informing Students of their rights to privacy, seeking consent to share information as necessary throughout the academic accommodation process, and informing Students how their information is used, stored, and protected.

6.2.5. AccessAbility Services facilitates the procedures related to academic accommodations and Interim Accommodations. AccessAbility Services facilitates the procedures related to Retroactive Accommodations unless they are addressed by another University process.

6.2.6. AccessAbility Services receives and facilitates all Student requests for Retroactive Accommodations.

6.2.7. AccessAbility Services facilitates informal dispute resolution, as set out in the informal dispute resolution procedures and/or any associated guidelines.

### 6.3. Course Instructors and Graduate Student's Supervisors

- 6.3.1. Course Instructors and Graduate Student's Supervisors refer Students to AccessAbility Services. This includes Students who request academic accommodations from them directly or who indicate that their existing academic accommodation may not be appropriate. Course Instructors or Graduate Student's Supervisors should also refer Students whom they suspect might require academic accommodations, and or Students who disclose a permanent or temporary Disability. AccessAbility Services referral guidelines provide the recommended referral practice for these types of referrals as well as examples of scenarios where Course Instructors and Graduate Student's Supervisors should refer Students to AccessAbility Services.
- 6.3.2. Course Instructors and Graduate Student's Supervisors collaborate in the design of a Student's Accommodation Plans and uphold a Student's Accommodation Plan with AccessAbility Services, with support, for example from Departmental Chairs, School Directors, or AccessAbility Services. To facilitate this, Course Instructors and Graduate Student's Supervisors:
- Seek clarification from AccessAbility Services when needed.
  - Facilitate the implementation of academic accommodations when not already facilitated by AccessAbility Services.
  - Participate in the dispute resolution procedures when needed.
  - Collaborate with AccessAbility Services to determine an alternative accommodation if the proposed accommodation would cause undue hardship, such as altering the essential requirements of the course, program, plan, or graduate milestone, such that the nature of the course, program, plan, or academic milestone is fundamentally altered.
- 6.3.3. To help AccessAbility Services facilitate timely accommodations, Course Instructors and Graduate Student's Supervisors engage in the accommodation process in a prompt manner. Course Instructors and Graduate Student's Supervisors are also encouraged to follow AccessAbility Services guidelines that outline the timelines for submission of materials.
- 6.3.4. Where necessary, Course Instructors inform guest lecturers and teaching assistants, or other classroom/lab instructors, of a Student's Accommodation Plan and their responsibilities to uphold it.
- 6.3.5. For some Graduate student accommodations, AccessAbility Services may consult with relevant members from the academic unit (such as graduate program coordinators), or Graduate Officers, rather than Graduate Student's Supervisors, in the design and implementation of the student's academic accommodation plan. Students will also be involved in this process.

### 6.4. Students

- 6.4.1. Students apply to AccessAbility Services once they have accepted their offer of admission from the University, or as soon as they become aware of (or suspect) a need for accommodation, to make the nature of their accommodation needs known.
- 6.4.2. Students must actively participate in the accommodation process, including:

- Meeting with AccessAbility Services when required to provide input into the development of an Accommodation Plan.
- Following AccessAbility Services published deadlines (for example, exam/test booking deadlines or accommodation activation dates).
- Providing appropriate documentation to AccessAbility Services when required, in accordance with AccessAbility Services guidelines.
- Selecting a classroom, alternate format, and/or testing accommodations at the start of each academic term or as soon as possible, using AccessAbility Services' online system to activate the Accommodation Plan for the term.
- Requesting Interim Accommodations, as needed, in accordance with AccessAbility Services guidelines.
- Participating in the graduate milestone accommodation process as described in AccessAbility Services guidelines.

6.4.3. Students contact AccessAbility Services if there is a change in their condition, if there are concerns with their individualized Accommodation Plan, and/or if there are course or program requirements for which there is no Accommodation Plan established.

6.4.4. Students make AccessAbility Services aware of the need for Retroactive Accommodation as soon as they are aware of such need and actively participate in the Retroactive Accommodation Procedures.

## 6.5. Academic Administrators

### *Department Chairs or School Directors*

6.5.1. Department Chairs or School Directors ensure staff and Course Instructors and Graduate Student's Supervisors within their respective unit are aware of this policy and its relationship to departmental practices.

6.5.2. Department Chairs or School Directors collaborate with AccessAbility Services to resolve informal accommodation disputes, with support, as necessary from the department/program, in accordance with the dispute resolution procedure.

6.5.3. Department Chairs or School Directors act in their capacity to provide Course Instructors and Graduate Student's Supervisors with resources and required supports to implement any approved accommodation.

### *All Academic Administrators*

6.5.4. Academic Administrators act in their capacity to support the implementation of academic accommodations across the Student's program of study.

## 6.6. Academic Advisors

6.6.1. Academic Advisors refer all Students to AccessAbility Services in accordance with section 6.3.1 of this policy.

## Appendix A – Glossary

**Accommodation Plan.** Accommodation plans are designed and facilitated by AccessAbility Services and are individualized and tailored to the Disability-based needs of Students within their academic environment.

**Academic Administrators.** Associate Deans, Chairs/Associate Chairs, Directors/Associate Directors, or their delegates.

**Academic Advisor.** Includes undergraduate Faculty (such as Arts, Engineering, Health...) advisors, as indicated on Faculty websites. For graduate students, this includes graduate coordinators or graduate officers.

**Course Instructor.** The individual assigned in Quest to teach and manage a course and can include regular and part-time faculty members, sessionals, staff instructors, visiting faculty, and Course Instructor's delegate. The definition also encompasses the supervisor of an undergraduate student's project or research. If a course is delegated to someone other than the individual assigned in Quest, AccessAbility Services must be notified of this delegation at the beginning of each term.

**Disability.** The term "disability" is defined as follows in the Ontario Human Rights Code, R.S.O. 1990, c.H.19, as amended from time to time:

- any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device
- a condition of mental impairment or a developmental disability
- a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language
- a mental disorder, or
- an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*

**Graduate Student's Supervisor.** A faculty member who is acting as a graduate student's supervisor, as understood in the Graduate Studies Academic Calendar regulations. If a Student has co-supervisors, one will be assigned as the primary point of contact for milestone/non-course degree requirement accommodations.

**Interim Accommodation.** Temporary, reasonable academic accommodations that are implemented on a good-faith basis while an accommodation request is under review or while a Student is in an assessment process of diagnosis, and/or obtaining medical documentation, and/or are experiencing barriers in the healthcare system.

**Retroactive Accommodation.** Requests for an academic accommodation that arises after a deadline or the completion of an examination/test, academic milestone, or course.

**Student.** An individual who is registered and has paid fees or arranged to pay their fees at the University of Waterloo. or individuals who were students and are now seeking a Retroactive Accommodation.

<b>Established:</b>	14 April 2026
<b>Revised:</b>	N/A
<b>Responsible/Originating Departments:</b>	Associate Vice-President, Academic Associate Provost, Campus Support and Accessibility
<b>Executive Contact:</b>	Associate Provost, Campus Support and Accessibility

## 1. Purpose

- 1.1. In general, these procedures outline process and responsibilities in furtherance of the University's accommodation commitments and obligations under Policy 19 - Student Academic Disability Accommodations.
- 1.2. Guidelines created and implemented by AccessAbility Services in furtherance of operationalizing this policy are listed on AccessAbility Services' website and may include:
  - Guidelines for referring students to AccessAbility Services.
  - Guidelines to facilitate timely academic accommodations.
  - Guidelines for protecting personal health information.
  - Guidelines for documentation requirements.
  - Guidelines for the development and use of essential requirements in relation to the duty to accommodate.

## 2. Principles

- 2.1. The Student accommodation process, including all meetings, is always intended to arrive at the most reasonable accommodation for Students. This process is based on the presumption that better solutions are achieved when discussed directly with the Student.
- 2.2. A Student has the right to support. This includes being accompanied by a support person in any procedure under or associated with Policy 19 - Student Academic Disability Accommodations. Support persons may accompany Students seeking an accommodation to assist with communication, mobility, personal care, medical needs, and/or to provide moral and emotional support to the Student.
- 2.3. The procedures are informed by, and will be guided by, principles of fairness and due process.
- 2.4. Accommodation requests, including retroactive accommodation requests, will be considered in good faith.

## 3. Process for Establishing Academic Accommodations

- 3.1. The student submits an application to register with AccessAbility Services through the AccessAbility Services website as soon as the need for accommodation becomes known, to make the nature of their Disability and/or their accommodation needs known.

- 3.2. The student submits any supporting documentation directly to AccessAbility Services, and never to their Course Instructor, Graduate Supervisor, Academic Administrator, or Academic Advisor. Medical documentation is not required to apply to register with AccessAbility Services, as Interim Accommodations can be provided pending documentation.
- 3.3. AccessAbility Services staff assess documentation to determine Disability status and eligibility for academic accommodations, and whether further documentation is required.
- 3.4. AccessAbility Services will invite the Student by email to book a virtual or in-person appointment with AccessAbility Services to actively participate in planning and discussing their needs, and to finalize their individualized Accommodation Plan. Students requiring graduate milestone accommodations or the academic requirements of cooperative education accommodations will book an appointment with an Accommodation Consultant to request their approved accommodations within that context.
- 3.5. For course-based accommodations, Students request their eligible course-based accommodations, alternate format, and testing accommodations, using AccessAbility Services' online system, in accordance with AccessAbility Services guidelines. This system triggers the Faculty Notification Letter, which is a necessary mechanism to activate and implement accommodations. For milestone accommodations, Students will complete and sign the required AccessAbility Services form(s) and provide consent to send the form(s) to their Graduate Supervisor (or graduate officer, graduate coordinator, or other administrator, depending on the accommodation).
- 3.6. For course-based accommodations, the approved Accommodation Plan is communicated from AccessAbility Services to each Course Instructor via the Faculty Notification Letter. Graduate milestone accommodations will be communicated via email to the Graduate Student's Supervisor or relevant administrator (such as a graduate officer or graduate coordinator), as the case may be.
- 3.7. The Course Instructor or Graduate Student's Supervisor (or graduate officer or graduate coordinator or other administrator, depending on the accommodation) will enable the academic accommodation and will participate in the accommodation process as required. Where a Course Instructor or Graduate Student's Supervisor believes the academic accommodation is not suitable, or is concerned about the appropriateness of the accommodation, the dispute resolution process shall be engaged.
- 3.8. Where an Accommodation Plan is not meeting a Student's needs, or when the Student's condition or learning environment has changed, the Student should contact AccessAbility Services to initiate review of their Plan.
- 3.9. The Course Instructor or Graduate Student's Supervisor contacts AccessAbility Services if they have questions about or concerns with the Accommodation Plan. The Accommodation Plan may be amended as needed, in consultation with the Student.

#### **4. Dispute Resolution**

- 4.1. A Student or Course Instructor or Graduate Student's Supervisor might disagree with any of the following:

- The approved academic accommodation or approved academic accommodation solution.
- The Accommodation Plan as designed by AccessAbility Services.
- The services or supports offered by AccessAbility Services.

4.2. Depending on the nature of the dispute, there are two informal dispute resolution processes that will be engaged prior to the formal dispute processes:

- Academic Accommodation Dispute Resolution Process.
- Accommodation Plan Dispute Resolution Process.

4.3. In any informal or formal dispute resolution process outlined in these procedures, a Student's Accommodation Plan, as defined by AccessAbility Services, will apply until a decision is made.

## 5. Dispute Resolution Processes

### 5.1. *Academic Accommodation Dispute Resolution (Informal)*

5.1.1. This informal process governs disputes with an academic accommodation and or the outcome. For example, where a Course Instructor believes that allowing the specific accommodation would cause undue hardship because it would fundamentally alter the course's essential requirements, or where a Course Instructor believes the Student was already accommodated through other means.

5.1.2. To initiate the process, a Student or Course Instructor or Graduate Student's Supervisor emails AccessAbility Services indicating a dispute with a current academic accommodation.

5.1.3. AccessAbility Services responds to the parties to set up separate meetings as required. The meetings will be held to attempt to understand and resolve the academic accommodation dispute, including whether an alternate and equivalent academic accommodation can be implemented.

5.1.4. If it becomes apparent that the academic accommodation dispute cannot be resolved with these parties, AccessAbility Services contacts the relevant department or program to resolve the matter informally, as described in AccessAbility Services guidelines.

5.1.5. AccessAbility Services communicates the decision and any changes to the academic accommodation to the Student.

### 5.2. *Accommodation Plan Dispute Resolution Process (Informal)*

5.2.1. This informal process governs disputes with the Accommodation Plan as designed by AccessAbility Services and/or the services and supports offered by AccessAbility Services.

5.2.2. To initiate the process, Students first speak with an Accommodation Consultant to discuss their concerns.

5.2.3. If the matter is not resolved, the matter may be escalated to the AccessAbility Services' Manager, Student Accommodations, and then the Associate Director, if needed.

5.2.4. AccessAbility Services communicates the decision and any changes to the Accommodation Plan to the Student.

5.3. *Formal Dispute Resolution Process*

5.3.1. If the accommodation dispute cannot be resolved informally, the Student may seek relief by filing a petition or grievance in accordance with Policy 70 - Student Petitions and Grievances.

**6. Retroactive Accommodation Procedures**

6.1. *Retroactive Accommodation Process prior to completion of a course or when actively pursuing an academic milestone*

6.1.1. Students must notify AccessAbility Services in writing of their request for a Retroactive Accommodation for a specific course or milestone, as soon as the need becomes known. Course Instructors or Graduate Student's Supervisors should refer Students who request a Retroactive Accommodation to AccessAbility Services.

6.1.2. Students not already registered with AccessAbility Services will be asked to first apply to AccessAbility Services and indicate in their application that they are seeking support for a Retroactive Accommodation.

6.1.3. AccessAbility Services staff will:

- Review the request, and any provided documentation, to determine the need for a Retroactive Accommodation; and/or
- Assess whether further documentation or information is required.

6.1.4. As necessary, the Student will be invited to make an appointment with AccessAbility Services to discuss the request for a Retroactive Accommodation. AccessAbility Services may ask the Student to obtain and/or submit additional medical documentation to support their request for a Retroactive Accommodation.

6.1.5. If AccessAbility Services determines a Retroactive Accommodation is required prior to completion of a course or milestone, AccessAbility Services notifies the Course Instructor or Graduate Student's Supervisor of the need to provide a Retroactive Accommodation. AccessAbility Services collaborates with the Course Instructor or Graduate Student Supervisor to determine the most appropriate Retroactive Accommodation considering all the information. If a Course Instructor or Graduate Student's Supervisor disputes the accommodation solution offered by AccessAbility Service, the informal dispute process in section 7.6.1 may be followed.

6.1.6. If AccessAbility Services determines that the Student is not eligible for Retroactive Accommodations, the decision will be provided to the Student in person or in writing. Students may request a meeting with AccessAbility Services to ask questions or seek clarification.

6.2. *Retroactive Accommodation after a milestone or completion of a course or after graduation*

6.2.1. If the Retroactive Accommodation is for a milestone or completed course, the Student will seek a Retroactive Accommodation via a petition under Policy 70, indicating a request for Retroactive Accommodation.

6.2.2. If the Retroactive Accommodation is for a milestone or a completed course, and the Student has graduated from the University, the Student will seek a Retroactive Accommodation via a petition under Policy 70, indicating a request for Retroactive Accommodation.

## **7. Student Supports**

Students have access to guidance and supports regarding their policy options, that may include:

- Academic Advisors
- Associate Deans
- Peer or student support associations
- Office of the Ombudsperson

## Appendix A – Glossary

**Accommodation Plan.** Accommodation Plans are designed and facilitated by AccessAbility Services and are individualized and tailored to the Disability-based needs of Students within their academic environment.

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**Academic Advisor.** Includes undergraduate Faculty (such as Arts, Engineering, Health...) advisors, as indicated on Faculty websites. For graduate students, this includes graduate coordinators or graduate officers.

**Course Instructor.** The individual assigned in Quest to teach and manage a course and can include regular and part-time faculty members, sessionals, staff instructors, visiting faculty, and Course Instructor's delegate. The definition also encompasses the supervisor of an undergraduate student's project or research. If a course is delegated to someone other than the individual assigned in Quest, AccessAbility Services must be notified of this delegation at the beginning of each term.

**Disability.** The term "disability" is defined as follows in the Ontario Human Rights Code, R.S.O. 1990, c.H.19, as amended from time to time:

- any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device
- a condition of mental impairment or a developmental disability
- a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language
- a mental disorder, or
- an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*

**Faculty Notification Letter.** The communication, sent by email, from AccessAbility Services to the Course Instructor with the Accommodation Plan.

**Graduate Student's Supervisor.** A faculty member who is acting as a graduate student's supervisor, as understood in the Graduate Studies Academic Calendar regulations. If a Student has co-supervisors, one will be assigned as the primary point of contact for milestone/non-course degree requirement accommodations.

**Interim Accommodation.** Temporary, reasonable academic accommodations that are implemented on a good-faith basis while an accommodation request is under review or while a Student is in an assessment process of diagnosis, and/or obtaining medical documentation, and/or are experiencing barriers in the health care system.

**Retroactive Accommodation.** Requests for an academic accommodation that arise after a deadline or the completion of an examination/test, academic milestone, or course.

**Student.** An individual who is registered and has paid fees or arranged to pay their fees at the University of Waterloo, or individuals who were students and are now seeking a Retroactive Accommodation.

**For Information****Open Session**

**To:** Senate

**From:** Vivek Goel  
President and Vice-Chancellor

**Date of Meeting:** April 6, 2026

**Agenda Item:** **10.1 Report of the Associations**

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**Summary**

The 2025-2026 Annual Report of the Associations will highlight key accomplishments, advocacy efforts, and emerging priorities across the associations. The annual update will be presented by:

- David Porreca, President, Faculty Association of the University of Waterloo
- Meray Sadek, President, Graduate Student Association
- Damian Mikhail, President, Waterloo Undergraduate Student Association

**For Approval****Open Session - Consent**

**To:** Senate  
**From:** Vivek Goel  
President and Vice-Chancellor

**Date of Meeting:** April 6, 2026

**Agenda Item:** **11.1 Delegation of Authority for the Roster of Graduands**

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**Recommendation/Motion**

That Senate delegate its authority for the approval of the roster of graduands jointly to the chair and vice-chair of Senate, for convocation ceremonies scheduled in June 2026 and October 2026;

And that Senate direct that a report on the complete roster of graduands be presented for information to the Senate meeting following the relevant convocation.

**Proposal/Rationale**

It is customary practice for Senate to delegate its authority to approve the roster of graduands, considering that timing constraints and incongruences with the Senate meeting schedule do not allow for timely approval in line with operational requirements. Further, the heavy volume of information contained in the roster of graduands makes its approval onerous upon Senators, and so it is reasonable for Senate to delegate its approval in a prudent manner to meet operational requirements.

In previous years, this delegation had been made to the Senate chair and vice-chair (the president and the provost, respectively), who are entrusted to handle these approvals, which ensures that adequate time is given to the Registrar's Office and Community Relations and Events in planning convocation ceremonies.

The recommended delegation of authority maintains Senate's empowerments to "to confer degrees, diplomas and certificates or other awards in any and all branches of learning and in any subject taught in the University or its federated or affiliated colleges" as provided in section 22(g) of the *University of Waterloo Act*.

Senate will be provided a report on the complete roster of graduands at the Senate meeting which follows the relevant convocation.

## **Jurisdictional Information**

Excerpt from *University of Waterloo Act, 1972*:

### Powers of The Senate

22. The Senate has the power to establish the educational policies of the University and to make recommendations to the Board of Governors with respect to any matter relative to the operation of the University and without restricting the generality of the foregoing, this includes the power,

...

(g) to confer degrees, diplomas and certificates or other awards in any and all branches of learning and in any subject taught in the University or its federated or affiliated colleges;

## **Governance Path**

- Senate: April 6, 2026

<b>Senate Agenda Items</b>	September 22, 2025	October 20, 2025	November 24, 2025	January 26, 2026	March 2, 2026	April 6, 2026	May 4, 2026	June 8, 2026
p = planned ✓ = completed								
<b>LEADERSHIP, FACUTLY, AND ASSOCIATION REPORTS</b>								
Report of the President	✓	✓	✓	✓	✓	p	p	p
• Faculty Tenure and Promotion Report ( <i>consent</i> )			✓			p	p	p
Report of the Vice-President, Academic & Provost	✓	✓	✓	✓	✓	p	p	p
• Reports from Faculties (e.g., appointments, administrative appointments, sabbaticals) ( <i>consent</i> )	✓	✓	✓	✓	✓	p	p	p
• Call for Nominations and Designation of University Professor	✓					p		
Report of the Vice-President, Research & International ( <i>consent</i> )	✓	✓	✓	✓	✓	p	p	p
• Annual Report of the Vice-President, Research & International				✓				
Faculty Presentations							p	p
Annual Association Reports: FAUW, WUSA, GSA						p		
Report of the COU Academic Colleague								p
<b>COMMITTEE &amp; COUNCIL REPORTS</b> Each committee and council of Senate will provide a report to Senate after each meeting.								
Executive Committee, Academic Quality Enhancement Committee, Graduate Council, Honorary Degrees Committee, Planning and Finance Committee, Research and Innovation Council, Undergraduate Council	✓	✓	✓	✓	✓	p	p	p
<b>POLICIES &amp; BY-LAWS</b> Policy and By-Law amendments may also be brought forward based on review schedules or as required.								
Annual Report on Gift Acceptance (Policy 7) ( <i>confidential</i> )								p
University Committee on Student Appeals Annual Report (Policy 72)							p	
University Appointment Review Committee Annual Report (Policy 76)							p	
Executive Appointments (Policy 48, 50, 68) ( <i>confidential</i> )								
<b>OPERATING BUDGET</b> Under the Report of the Planning and Finance Committee.								
University Operating Budget Update		✓						
Joint Board/Senate Budget Education Sessions				✓	✓			
Operating Budget (recommendation to Board)						p		
<b>ADMISSIONS UPDATES, CONFERRING OF DEGREES, AND AWARDS</b>								
Call for Nominations: Honorary Degree and Honorary Member	✓					p		
Academic Calendar Dates	✓							
Teaching Awards Committee: Appointment and Award Winners				✓			p	
Delegation and Reports of the Roster of Graduands	✓		✓			p		
Spring and Fall Convocation Reports	✓		✓					
Undergraduate and Graduate Admissions Update				✓				
<b>SENATE MEMBERSHIP AND GOVERNANCE</b>								
Senate Orientation	✓							
Call for Senate Nominations, Elections, and Appointments				✓	✓			p
Senate Effectiveness Survey						p		

**For Information****Open Session - Consent**

**To:** Senate

**From:** Senate Academic Quality Enhancement Committee

**Presenter(s):** David DeVidi  
Associate Vice-President, Academic

**Date of Meeting:** April 6, 2026

**Agenda Item:** **11.4 Report of the Senate Academic Quality Enhancement Committee**

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**Summary**

Senate Academic Quality Enhancement Committee (AQuE) conducted an e-vote concluding on February 23, 2026 and agreed to forward the following items to Senate for information as part of the consent agenda. On behalf of Senate, the following items were received approved:

- a. Final Assessment Report: Arts and Business (BA), Management Studies (Minor)
- b. Final Assessment Report: Systems Design Engineering (MAsc, MEng, PhD)

Approved final assessment reports and cyclical program review progress reports can be viewed on the [AQuE Committee Reporting page](#). There were no issues noted in the reports or concerns raised by the committee.

**Jurisdictional Information**

As outlined in the committee's [Terms and Reference](#), Senate Academic Quality Enhancement Committee is empowered to make approvals on behalf of Senate for a variety of operational matters:

2. On behalf of Senate, consider and approve all Final Assessment Reports and Progress Reports within the University's IQAP, and provide Senate with a summary of the committee's deliberations in this regard. Any matter of controversy that might arise may be referred to Senate.

**Governance Path**

Senate Academic Quality Enhancement Committee approval date: February 23, 2026

**For Information****Open Session - Consent**

**To:** Senate

**From:** Senate Graduate Council

**Presenter(s):** Justin Wan  
Interim Associate Vice-President, Graduate Studies and Postdoctoral Affairs

**Date of Meeting:** April 6, 2026

**Agenda Item:** **11.6** **Report of the Senate Graduate Council**

---

**Summary**

[Senate Graduate Council](#) met on [March 3, 2026](#) and agreed to forward the following items to Senate for information as part of the consent agenda. On behalf of Senate, the following items were approved:

1. New Scholarships and Awards  
Council approved the following awards: Lyndon and Debbie Jones Graduate Scholarship; Engineering for Health Equity (EHA) Graduate Award; Martin Basiri Graduate Scholarship in STEM; Interop PhD Fellowship; Tax Executives Institute Graduate Award.
2. Curricular Submissions  
Council approved the following proposed minor changes to existing programs and regulations for:
  - a. [Faculty of Environment](#)
  - b. [Graduate Studies Academic Calendar Updates](#)
3. Updated Final Examination Regulations and Guidelines  
Council received for information the updated Final Examination Regulations and Guidelines.
4. Policy 70 Consultation  
Council received for information and discussed the proposed changes for Policy 70.
5. ORCID Implementation Pilot  
Council received for information and discussed the ORCID Implementation Pilot project.

#### 6. Velocity Support and Resources for Graduate Students

Council received for information and discussed the support and resources available for graduate students at Velocity.

### **Jurisdictional Information**

As outlined in the council's [Terms and Reference](#), Senate Graduate Council is empowered to make recommendation and approvals on behalf of Senate for a variety of matters:

- Receive for information and make recommendation to Senate as appropriate with respect to governance, regulations, polices, and matters relating to graduate education and Studies at the University.
- On behalf of Senate, consider and approve all new graduate courses, the deletion of graduate courses, and proposed minor modifications to existing graduate courses and programs, and provide Senate with a brief summary of Council's deliberations in this regard.
- On behalf of Senate, consider and approve all new graduate scholarships and awards, and proposed changes to existing graduate scholarships and awards. Any matter of controversy that might arise may be referred to Senate.

### **Governance Path**

Senate Graduate Council: March 3, 2026

**For Information****Open Session - Consent**

**To:** Senate

**Presenter(s):** Charmaine Dean  
Vice President, Research and International

**Date of Meeting:** April 6, 2026

**Agenda Item:** **11.8 Awards, Distinctions, Grants, Commercialization Activity, International Engagements**

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**Recommendation/Motion**

This item is for information purposes.

**Summary**

This report summarizes successful commercialization, research and international outputs and outcomes for the period February to mid-March, 2026.

**Proposal/Rationale**

This report provides a summary of significant monthly outputs related to; awards and distinctions and commercialization and entrepreneurship activities.

**Jurisdictional Information**

N/A

**Governance Path**

N/A

**Documentation Provided**

Attached – Vice-President, Research and International: Report to Senate, April 2026.

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**Vice-President, Research & International  
Report to Senate  
April 2026**

**Introduction**

This report to Senate highlights successful research, commercialization and international outputs and outcomes for the period February to mid-March 2026.

**Awards and Distinctions**

[Fellow of the IEEE](#)

*Florian Kerschbaum (Cheriton School of Computer Science)*

IEEE Fellowships are an elite distinction, and the grade of Fellow is the highest degree of IEEE membership. Kerschbaum is recognized for his work on data privacy and security.

[Fellow of the Canadian Mathematical Society](#)

*Rahim Moosa (Pure Mathematics)*

This honor is given to members of the Society who “have made excellent contributions to mathematical research, teaching, or exposition, as well as having distinguished themselves in service to Canada’s mathematical community.”

[Outstanding Young Manufacturing Award, Society of Manufacturing Engineers](#)

This award recognizes manufacturing engineers, age 35 or younger, who have made exceptional contributions and accomplishments in the manufacturing industry. There were two recipients of this award during this period:

- *Michael Benoit (Mechanical and Mechatronic Engineering)*  
Benoit’s research focusses on brazing, welding, and light alloys in mechanical and mechatronic engineering.
  
- *Milad Kamkar (Chemical Engineering)*  
Kamkar’s research investigates the structure property relationship of soft materials.

[Canadian Mortgage and Housing Corporation Gold Roof Award](#)

*Dawn Parker (School of Planning)*

This award recognizes research excellence and provides funding to support work that generates data and insights needed to address housing challenges in Canada. Parker is recognized for the project: *Open-source costing and market simulation tools to assess cost feasibility, real-estate market impact, and policy levers for new “Missing Middle” housing typologies.*

## **Commercialization and Entrepreneurship Highlights**

Below is a Waterloo student start up highlight for this reporting period.

*Henriëta van Niekerk (4<sup>th</sup> year - Global Business and Digital Arts and Founder) - [Skrimp](#).*

Skrimp is a free AI-powered app that helps families save on groceries by finding local deals, creating smart shopping lists, and suggesting recipes tailored to dietary needs. As a Cornerstone Award winner, Skrimp was awarded \$5,000 from the Conrad School of Entrepreneurship and Business enterprise co-op competition as well as additional funding from the Waterloo Region Small Business Centre. Skrimp AI was also featured on [Rogers Communications TV](#).